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ABSTRACT

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Information Series No. 109

SEX FAIRNESS IN CAREER EDUCATION

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FOREWORD

The Educational Resources Information Center on Career Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. The scope of work for ERIC/CE includes the fields of adult-continuing, career, and vocational-technical education. One of the functions of the Clearinghouse is to interpret the literature that is related to each of these fields. This paper on sex fairness in career education should be of particular interest to career education coordinators, school administrators, teachers, counselors, and state department of education personnel.

The profession is indebted to Marla Peterson and Louise Vetter, The Center for Vocational Education, The Ohio State University, for their scholarship in the preparation of this paper. Recognition is also due Linda Stebbins, ABT Associates, Cambridge, Massachusetts, and Gary Horsley, Salinas Union High School District, Salinas, California, for their critical review of the manuscript prior to its final revision and publication. Madelon Plaisted and Jo-Ann Cherry coordinated the production of the paper for publication.

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DESC:: *Career Education; State of the Art Reviews; Literature Reviews; Resource Materials; *Employment Patterns; Employment Trends; Working Women; *Sex Discrimination; *Sex Stereotypes; Personnel Selection; *Change Strategies; Sex Role; Females; Males; Policy Formation; Federal Legislation; Attitudes; Employment Practices; Instructional Materials; Personnel Selection; Career Choice; Educational Strategies; Changing Attitudes

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INTRODUCTION

Sex-fair career education practices give women and men an equal opportunity to gain access to preparation programs and leadership positions. Once access has been gained, factors other than being male or female determine potential success. This sounds simple. However, experience tells us otherwise. Generations of expectations and biases are involved. This paper will deal with some of the evident biases and expectations and will suggest ways to make career education sex fair.

Any discussion of sex-fair career education practices immediately bring forth the question covered in the first section of this paper--why should we be concerned about sex fairness in career education? The second section focuses on the current status of women in employment, and the third section examines leadership positions in the career education work force. In the final section, suggestions are made to make career education sex fair for both women and men.

WHY ALL THE CONCERN?

Many people believe that men and women are brought up in two different cultures. However, the most extensive review of sex differences to date indicates that parents treat their boy children and their girl children the same. (Maccoby and Jacklin, 1974). Nevertheless, adults in general exhibit a wide variety of attitudes about the differences between the sexes. Some of these are: girls are dainty and sweet, boys are aggressive and stubborn; girls cry, boys don't; pastel colors are feminine, dark browns, blues, and blacks are masculine; men are dominant, women are subordinate; girls are talkers; boys are thinkers; if your income is limited, educate your son--your daughter can find a husband (Steele, 1974).

Both clinicians (Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz, 1972, p. 59-78) and educators (Garman and Platt, 1974, pp. 1-3) have equated a "mature adult" with a "mature man" and ascribed different and less desirable characteristics to a "mature women." Women, in one study, described themselves as uncertain, anxious, nervous, hasty, careless, fearful, childish, helpless, sorry, clumsy, stupid, silly, and domestic. However, Freeman (1972) says "they also viewed themselves as understanding, tender, sympathetic, pure, generous, loving, moral, kind, grateful, and patient" (p. 72). It is important to note that not every person ascribes to these attitudes. Nevertheless, it is unfortunate that women are expected to exhibit characteristics not valued highly in our culture and also unfortunate that so much pressure is put on men to exhibit highly valued characteristics.

The messages that children, adolescents, and adults get from their culture, however, do emphasize the differences between the sexes. Images on television, in newspapers, and magazines are, for the most part, of women as dependent adults, unable to make decisions or use their talents in a variety of ways. In the same way, a distorted picture of men is presented--tough as nails, violent, unable to express emotion, always needing to get ahead at the expense of others, and supremely successful in all undertakings. What we need is a more balanced picture of what adults can do, so that this can be reflected in the world of work for women and for men. This balanced picture needs to be reflected in career education programs--particularly in the images and models provided for students.

Concern for sex fairness in career education stems from the philosophy of providing a wide range of options for all persons involved and from the notion that career decisions should be made on the basis of interests and abilities, not on traditional stereotypes. Concern for sex fairness in career education also stems from two pieces of federal legislation. Title IX of the Education Amendments of 1972, U.S. Department of Health, Education, and Welfare report, 1975, states:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. (p. 1)

While career education was not specifically singled out for discussion in the "Final Title IX Regulation Implementing Education Amendments of 1972," issued July 21, 1975, career education programming is obviously covered by the regulation.

Title II of the Education Amendments of 1976, "Vocational Education," is concerned with assisting states to improve planning in the use of all resources for vocational education and to overcome sex discrimination in vocational education. Career education programs often involve the use of vocational education funds, and so career educators need to be aware of this legislation. Definitions provided in the "Proposed Rules: Vocational Education," (1977) (final regulations have not yet been issued) are:

> Sex bias--behaviors resulting from the assumption that one sex is superior to the other.
>
> Sex stereotyping--attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
>
> Sex discrimination--any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex (p. 18553).

While the legislation and the concern for human development apply equally to both sexes, the next section of this paper will deal with the current status of women in employment. Why? Planning for employment is one of the major facets of career education. Our culture teaches boy children that this is one of the things they do in the process of growing up (along with the concerns of marriage and family). However, girl children are often led to focus almost exclusively on marriage and family concerns. The next section documents why this is not appropriate today.

CURRENT STATUS OF WOMEN IN EMPLOYMENT

REASONS WOMEN WORK

Women are playing an increasingly important role in the U.S. economy. The number and proportion in paid employment continue to rise and their attachment to the labor force shows marked gains

in strength as more women work year-round at full-time jobs. At the beginning of 1975, some 36 1/2 million women were in the work force--about 40 percent of the country's entire labor force and almost 46 percent of all women sixteen years of age and over (U.S. Dept. of Labor, Bureau of Labor Statistics, Working Women, 1975, p. 1).

The basic, overwhelming reason for such large numbers is economic. Of the women in the labor force in 1974, 23 percent were single and thus responsible for their own support. Another 7 percent were widowed, and 7 1/2 percent were divorced. Nearly 5 percent of working women were married, but their husbands were absent from the households. Of the 61 percent of married women workers living with their husbands, many were working because of financial need (U.S. Dept. of Labor, Handbook, 1975, p. 17). The Women's Bureau of the U.S. Department of Labor (1973, p. 1) has pointed out that, in 1973, nearly two-thirds of all women workers were single, divorced, widowed, separated, or had husbands whose earnings were less than $7,000 a year.

In 1973, 10 percent of all white families, 35 percent of all black families, and 14 percent of all Spanish-heritage families were headed by women. In marked contrast to the figure for Spanish-heritage families in general, 27 percent of all Puerto Rican families are headed by women. Of all families headed by women, nearly 40 percent live below the poverty threshold of $4,500 estimated for a nonfarm family of four. Only 7 percent of the families headed by men live in poverty. Of all families living in poverty, almost 43 percent are headed by women (Hapgood and Getzels, 1974). Thus it becomes apparent that the basic reason women work is economic.

Of course, other reasons account for women being workers. Interest in the work is one such reason. A chance to use aptitudes and talents is another, and the social interaction provided by the workplace is still another. For women whose children have grown and left home, working puts the extra time to good use.

OCCUPATIONS IN WHICH WOMEN WORK

Women workers are concentrated in a relatively small number of occupations. In 1973, more than two-fifths (over 40 percent) of all women workers were employed in ten occupations--secretary, retail trade salesworker, bookkeeper, private household worker, elementary school teacher, waitress, typist, cashier, stitcher

and sewer, and registered nurse. About 75 percent of all women workers were employed in fifty-seven occupations. Employment of men showed much less occupational concentration. The ten largest occupations for men employed less than 20 percent of all male workers, and 52 percent of the men were employed in the fifty-seven largest occupations (U.S. Dept. of Labor, Handbook, 1975, pp. 91-92).

The occupational distribution of minority race women in 1973 was considerably different from that of white women. Distributions are shown in table 1.

Table 1. Occupational Distribution of Minority and White Women

	Minority Women	White Women
White-collar jobs	42%	63%
Service jobs	38%	19%
Blue-collar jobs	19%	16%
Farm jobs	1%	2%

SOURCE: U.S. Department of Labor, Women's Bureau, 1975 *Handbook on Women Workers*, Bulletin 297. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, 1975.

Women represent 21 percent of organized labor as trade union members. However, they face the same inequities other women workers face: lesser earnings; fewer opportunities for promotion, especially in apprenticeships; and underrepresentation in union policy positions. However, Steele (1974) reports that "the new Coalition of Labor Union Women offers hope that at last women may succeed in narrowing the inequities in blue-collar employment, while gaining opportunities in skilled crafts" (pp. 22, 23).

Wood has pointed out that "the only alternative to the situation of the increased crowding of women, including many college graduates, into relatively low-skilled, low-paid occupations, is to encourage and enable high school women students to train and enter expanding occupations" (pp. 301-307). In *Careers for Women in the '70s* (U.S. Dept. of Labor, 1973) it is pointed out that, in the past, too many women were forced to settle for second best jobs. Others were willing to settle for the lesser jobs because they felt that their stay in the work force would be temporary. However, as more and more women become aware of the probability

of combining other life roles with that of paid worker, this situation will change.

INCOME LEVELS

Statistics from the Women's Bureau (U.S. Dept. of Labor, Handbook, 1975, pp. 127-134) show a definite correlation between educational attainment and income among both women and men. Those with the least schooling had the lowest income, and those with the most formal education had the highest. However, women's median income was far below that for men at every educational level. Women college graduates had a median income of 59 percent; women high school graduates, 55 percent; and women with eight years of schooling; also 55 percent. The median income of women college graduates in 1973 was $9,771, only $365 more than the median income of men with eight years of education.

In 1973, the median income for women was $2,796, compared with $8,056 for men. Full-time year-round women workers had a median income of $6,488. This was about 57 percent of the $11,468 median for men. The comparison in table 2 of the percentage of women and men at various income levels shows the striking differences between the income of women and men.

A comparison of incomes of full-time year-round workers reveals not only that incomes of women are considerably less than men's, but also that the gap has been widening. In 1957, women were earning 63 percent of the median income of men. By 1973, income of women fell to 57 percent of men's income.

Table 2. Percentage of Women and Men at Various Income Levels

	Women	Men
Under $1,000	21%	8%
$1,000 to $4,999	50%	25%
$5,000 to $9,999	23%	28%
$10,000 to $14,999	5%	22%
$15,000 and over	1%	17%

SOURCE: U.S. Department of Labor, Women's Bureau. *Careers for Women in the 70's.* Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, 1973.

REASONS FOR THIS SITUATION

Legal

Legal equality in employment by sex is recent. The first time it appeared was in the Equal Pay Act of 1963 (Steele, 1974, p. 120). This act and succeeding legislation has caused the so-called protective laws to be declared null and void. At the time the protective laws were passed early in this century, they were necessary to prevent some of the gross abuses being perpetrated by employers. However, in recent years, the laws were being used to prevent women from entering certain occupations and from working under certain conditions. Briggs (1974) reported that a survey conducted recently in Wisconsin showed that women were working in these types of "unsuitable" jobs: dirty, all-weather, noisy, messy, lifting, irregular hours, precision work, mechanical aptitude, technical ability, and mechanical skill. What should be done at this point is to determine what protections are needed for both sexes and work to get laws which provide these protections. If one sex needs thirty minute meal breaks, so does the other. If overtime should be limited for one sex, it should be limited for the other.

Traditions and Myths

Information about some traditional beliefs about women and working is provided in table 3.

One of the myths which exists about women workers concerns their aptitudes for certain kinds of work. A study of occupational aptitudes and knowledge showed that, of the twenty-two areas measured, there are no sex differences in fourteen; women excel in six (finger dexterity, graphoria, indeaphoria, observation, silograms, and abstract visualization); and men excel in two (grip and structural visualization) (Birk and Tanney, 1972, p.22). The U.S. Employment Service measures the aptitudes of job applicants in relation to job requirements using the GATB (General Aptitude Test Battery), which assesses potential ability in nine areas. Hedges and Bemis (1974) report that of "the seven areas related to the skilled trades, women excel in four, men excel in one, and two show no sex differences" (p. 19).

Table 3. Myths and Realities about Women and Work

The Myth	The Reality
• A woman's place is in the home.	• Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today over half of all women between 18 and 64 years of age are in the labor force. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
• Women aren't seriously attached to the work force; they work only for "pin money."	• The statistics cited earlier show the pressing economic need of many women workers.
• Women don't work as long as their male coworkers; their training is costly—and largely wasted.	• While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.
• Women take jobs away from men; in fact, they ought to quit those jobs they now hold.	• There were 31.5 million women in the labor force in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. In addition, the majority of single women in the labor force support themselves; and nearly all of the widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

Table 3 (cont.)

The Myth	The Reality
• Women should stick to women's jobs: and shouldn't compete for "men's jobs."	• Jobs, with extremely rare exceptions, are sexless. Women were employed in all of the 479 occupations listed in the 1960 census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's.
• Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	• Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities.
• The employment of mothers leads to juvenile delinquency.	• Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
• Men don't like to work for women	• Most men who complain about women supervisors have never worked for a woman. In one study where at least 3/4ths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

Source: U.S. Department of Labor, Women's Bureau, The Myth and the Reality. Washington, D.C.: U.S. Department of Labor, Employment Standards Administration, 1974, pp. 1-3.

Table 3 (cont.)

The Myth	The Reality
• Housewives are happy women.	• Wives are sixty times more likely to become depressed than single women.
• Education is wasted on women.	• Nine out of 10 women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
• Women have a higher turnover and absenteeism rate than men.	• Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.
• Women get married and quit work.	• Sixty percent of working women are married, and one-third of all mothers work.

Source: Birk, Janice M. and Tanney, Mary F. "Career Exploration for High School Women: A Model," Paper prepared for NEA Conference, at Airlie Conference Center, Virginia, November 24-25, 1972, p. 22.

Attitudes

The most important factors in relation to employer attitudes are the myths that employers, policymakers and others in our society have unfairly interfered with the work-life patterns of women, women's roles, and women's desire to work. Because of foregone conclusions about their interests and capabilities, women are disproportionately restricted in the kinds of jobs they hold. Their concentration in the less-rewarding, lower-paying occupations, provides them with fewer chances for advancement. However, some progress is being made concerning employer attitudes (U.S. Dept. of Labor, Careers, 1973).

Responses from 126 New Jersey secondary school counselors (67 men, 59 women) to factual questions on the occupational status of women indicated that a great deal of misinformation is believed by counselors, men more than women. The ready availability of relevant information about the occupational status of women suggests that the problem is attitudinal, rather than informational (Gingham and House, 1973).

A significant percentage of both adolescent girls and boys have unrealistic attitudes and expectations about women and work. A survey of high school seniors from fourteen Arkansas public high schools found that 23 percent of the girls and 39 percent of the boys believed that "most girls will become housewives and never work outside the home" (Patrick, 1972, p. 3). Twenty-nine percent of the girls and 45 percent of the boys believed that "Women should stick to women's jobs and not compete with men." In a national study of over 30,000 students, Prediger, Roth, and Noeth (1973) found that 41 percent of the eighth graders (45 percent of the boys, 37 percent of the girls) believed that few women work outside the home after marriage. Thirty percent of the eleventh graders also agreed with the statement (36 percent of the men students, 23 percent of the women students).

Entwisle and Greenberger (1970) studied the responses of 575 ninth graders from Baltimore to questions on women's roles. Girls expressed more liberal views than boys on whether women should work, hold the same jobs as men, and derive satisfaction from problem solving. However, over half of both sexes felt that women should not hold "men's" jobs. The greatest disparity existed on the question of whether women should work at all, with girls responding positively and boys negatively.

Greenberg studied the attitudes toward increased social, economic, and political participation by women of 1600 fourth, sixth, eighth, and tenth graders. Females and upper grade students were more likely to give egalitarian responses than males and lower grade students. Greenberg (1972) concluded that female students see women more positively and more optimistically than do male students, and the female students are more favorable to the concept of social change which will provide women greater participation in the social, economic, and political spheres.

SEX FAIRNESS IN CAREER EDUCATION LEADERSHIP

"Most jobs can be performed equally well by both women and men."
"Interests influence job selection."
"Abilities relate to your capacity to perform certain kinds of tasks."

These three concepts are included in many career education program plans and are stressed in materials designed for use with students. But it takes more than sex-fair plans and materials to help eliminate sex role stereotyping. Sex-fair procedures, particularly those surrounding the staffing of career education activities, projects, and programs, also need to be used if schools are to make progress in preparing women and men for the world of work.

This section deals with career education leadership role models. The career education leaders discussed in this section are staff primarily associated with federally funded career education projects and staff of state education agencies. However, this does not mean that it is only state and federal agency personnel who need to be concerned with material in this section. The school administrators who select individuals for career education leadership activities, the school boards who approve the appointments of individuals to career education positions, the state education agency administrators who hire career education staff, the federal agency personnel responsible for awarding career education contracts and grants--all should have an interest in the materials presented. That interest should be motivated by the fact that both female and male role models are needed in career education leadership positions if career education is to contribute to the overall concept of equal access and opportunity in the world of work and the development of realistic and positive self-concepts.

A BRIEF LOOK AT CAREER EDUCATION LEADERS

The career education movement came at a point in time when there was also heightened interest in educational equity. The parallel development of these two phenomena present an ideal opportunity to examine some of the facts about career education leadership positions. Were the career education leadership roles assumed equally by men and women?

All career education leadership positions cannot, of course, be examined in this brief paper. The positions listed in table 4 are some that come to mind when career education leadership personnel are discussed by those knowledgeable about career education: directors of career education projects funded by the Office of Career Education, USOE, under Section 406 of Public Law 93-380; directors of career education projects funded by the Bureau of Occupational and Adult Education, USOE, under Section 142(c) of Part D, Public Law 90-576; developers/authors of products funded by the Education and Work Group, National Institute of Education; career education state directors/coordinators; and members of the National Advisory Council for Career Education.

The documents from which the data in table 4 were taken are listed in Appendix A and consist of reports issued by various federal education offices, bureaus, and work groups. Content of the reports included lists of names of people to whom federal contracts and grants were awarded, names of developers/authors of products that were developed as a result of a federal grant or contract, lists of individuals who serve in state leadership positions, and the 1975-76 membership list of the National Advisory Council for Career Education. In some cases, it was difficult to identify whether a name was that of a male or a female (for example, E.L. Smith). No attempt was made to seek further verification of the name. Instead, such individuals were placed in an "unclassified" category for tabulation purposes.

Items 1 and 2 in table 4 should be examined together. Item 1 indicates that during fiscal year 1975, the Office of Career Education, USOE, funded eighty-one career education projects with twenty-three awards (28.40 percent) made to projects with female directors and fifty-five awards (67.90 percent) given to projects with male directors. The "unclassified" column indicates that available name data did not give clear indication as to whether the directors for three projects (3.70 percent) were male or female. Item 2 indicates that during fiscal year 1976, the Office

Table 4

MEN AND WOMEN IN CAREER EDUCATION LEADERSHIP POSITIONS

Leadership Position	Number of Women	Percent Women	Number of Men	Percent Men	Number Unclassified	Percent Unclassified	Total Membership
1. Directors, Career Education Projects Funded under Section 406 of Public Law 93-380. Fiscal Year 1975 Funding	23	28.40	55	67.90	3	3.70	81
2. Directors, Career Education Projects Funded under Section 406 of Public Law 93-380. Fiscal Year 1976 Funding	30	25.21	85	71.43	4	3.36	119
3. Directors, Experience Based Career Education (EBCE) Funded under Section 142(c) of Part D, Public Law 90-576, for Fiscal Year 1976	4	8.89	37	82.22	4	8.89	45
4. Developer/Author, Education and Work (Career Education) Products Funded Whole or in Part, from Inception to February 1975	25	19.23	100	76.92	5	3.85	130
5. Career Education State Directors/ Coordinators*	14	25.93	35	64.81	5	9.26	54
6. National Advisory Council on Career Education, 1975-1976 (Including Ex Officio Members)	7	33.34	14	66.66	0	–	21

*Includes two coordinators for Wisconsin.

of Career Education, USOE, funded 119 projects with thirty awards (25.21 percent) to females, eighty-five (71.43 percent) to males, and four (3.36 percent) unclassified. In fiscal year 1976, there was a decrease of females (3.19 percent) receiving awards when compared to the fiscal year 1975 awards. An interesting fact, not shown in table 4 is that in 1975, the average dollar value of projects awarded to the twenty-three females was $117,671 and for the fifty-five males, it was $128,009. The picture was somewhat different in 1976 when the average dollar value of projects awarded to the thirty female directors was $82,920 and for the eighty-five males it was $82,813.

These figures simply give an indication of where the monies from Public Law 93-380 have been placed by the Office of Career Education. A valuable piece of information would be the total number of proposals submitted by females to the Office of Career Education. If the number of females submitting proposals for funding is low, corrective steps should be taken at all levels--national, state, and local--to assure that both females and males are alerted to proposal submission deadlines and that leadership development activities give both females and males the opportunity to learn the skills required for proposal writing and project management.

Item 3 also provides interesting data relative to the awarding of monies for career education projects. In fiscal year 1976, forty-five projects funded under Section 142(c) of Part D, Public Law 90-576, (Vocational Education Act) were for establishing exemplary demonstration sites for Experienced Based Career Education Programs (EBCE). Of the forty-five projects funded, four (8.89 percent) were unclassified.

The statistics of the forty-five EBCE projects do not differ greatly from the percentages that appear when all the projects funded under Parts C (Research), D (Demonstration), I (Curriculum Development), and J (Bilingual) of the Vocational Education Act are considered. In fiscal year 1976, there were 221 projects funded by the Bureau of Occupational and Adult Education. These projects included vocational education and career education projects. The forty-five EBCE projects are included in this number. The composite percentages for Parts C, D, I, and J for the fiscal year 1976 were: 32 (14.9 percent) female project directors, 174 (80.5 percent) males, and 10 (4.6 percent) unclassified.

Again, the male-female proposal submission ratio would help with the interpretation of these statistics. Nevertheless, it is true that the EBCE projects were all based in local school districts and were almost exclusively directed by males.

The fact that local school districts primarily tapped males to serve as Part D directors for the fiscal year 1976 EBCE awards should be kept in mind as more data on table 4 are examined. The data on table 4 seem to indicate that as career education leadership personnel are identified at the national, state, and local levels, it is at the local level (when they are most likely to be in direct contact with students!) that there are the least percentage of females in leadership positions. Note that 33.34 percent of the National Advisory Council on Career Education are female, that 25.93 percent of the state directors/coordinators are female, but that the three items (Item 1, 2, and 3) which involve local school districts show that 28.40 percent, 25.21 percent and 8.89 percent of the leadership personnel are female.

Career education leadership statistics (Howard, 1975) are probably influenced by the school administration statistics on female-male membership:

> In 1975, approximately 75 of the nation's 17,000 school districts are directed by female superintendents of schools. Two percent of the nation's secondary school principals are women; eighteen percent of the nation's elementary school principals are women. In a profession where 63% of all public school instructional personnel is female, these figures suggest that a general pattern of sex role stereotyping exists in educational employment. In a field where women hold 20% of the master's degrees and 8.5 percent of the doctorates in educational administration, these figures also suggest the existence of sex discrimination in the education profession. Despite the efforts of a few districts to move more women into administrative roles, the national percentage of women in educational administration continue the pattern of steady decline which began more than fifteen years ago (p. 7).

Even in the realm where women predominate--the elementary school--the percent of women elementary principals is low. Closely related to this is a definite trend toward sex equalization in public school teachings but not in public school administration. For example, Schmuck (1975) reports:

> In Oregon, while men comprised 41 percent of the certified personnel in 1966, they comprised 46 percent in 1974 and the greatest increase has come in

> elementary school teaching. The 25 percent male representation in elementary teaching in 1966 reached 32 percent in 1974. As more men entered teaching in the elementary school, more men also became elementary school principals. The most significant decline of women administrators has been at the elementary school level; the 1966 percentage of 11.9 percent female elementary school principals was cut almost in half to 6.0 percent in 1974 (pp. 14-15).

Regardless of what may be causing the lack of women in educational leadership roles, the fact remains that this affects the education of students. Role modeling is a powerful form of learning and is a teaching technique used in career education activities. Students who never experience women in leadership positions or men working with young children are not likely to develop aspirations or values that move beyond traditional stereotypes. Career educators should be concerned with the elimination of sex role stereotyping. *Career education leadership needs to provide a model of sex fairness that other educational leadership areas can emulate.*

Another category on table 4 that needs to be examined gives data on products developed from contracts awarded by the Education and Work (Career Education) Group, National Institute of Education (Item 4). The data for Item 4 were taken from the *Catalog of NIE Education Products* published in 1975. The "Introduction" section of the catalog states that it contains descriptive information on 660 products funded, in whole or in part, by the National Institute of Education. The primary purposes of the catalog are twofold: (1) to inform educational practitioners, developers, policymakers, and publishers about a wide range of school-oriented products developed with federal R&D funds and (2) to provide information to help potential consumers make decisions concerning the most appropriate education products for their needs.

Of the 660 products listed in the Catalog, 97 are listed under the Education and Work (Career Education) section. More than one developer/author was listed for several of the products so the total number of individuals exceeds the total number of products. There were twenty-five (19.23 percent) female developers/authors, one hundred (76.92 percent) male developers/authors, and five (3.85 percent) unclassified. One laboratory/center chose to list the director of the facility as the developer/author. This accounted for forty-three of the products that fell in the male category.

SOME NEW STEPS

It will not help the cause for sex fairness in career education leadership activities merely to cite current conditions. Measures to overcome these conditions need to be proposed and implemented. Table 5 summarizes the career education leadership conditions that resulted from an examination of data in table 4 and suggests some corrective measures that can be taken.

Table 5. Career Education Leadership Conditions and Corrective Measures

Career Education Leadership Condition	Suggested Corrective Measures
1. Women are underrepresented in the awarding of federal grants and contracts by the Office of Career Education and the Bureau of Occupational and Adult Education, United States Office of Education (USOE).	1a. Federal agencies should consider the possibility of awarding contracts for programs that will teach women how to: • become alerted to contracts and grant announcements • prepare proposals • manage contracts and grants
	1b. Affirmative action procedures should be followed by administrators responsible for the selection of project leadership personnel.
2. Women are underrepresented in career education leadership positions in state departments of education.	2a. Criteria for selecting career education state leadership personnel should be widely disseminated.
	2b. Affirmative action guidelines should be followed and enforced. Reporting of procedures used in the selection of state coordinators/

Table 5 - *Continued*

2. Women are underrepresented in career education leadership positions in state departments of education.	2b. directors of career education should be required as part of the request for federal assistance in supporting each state plan for career education.
	2c. Women should be encouraged to seek out these positions.
3. Women are underrepresented on the National Advisory Council for Career Education.	3a. Leaders in career education should take the initiative to nominate and lobby for outstanding women who could serve on the Advisory Council.
	3b. The Office of Career Education should take the initiative in seeking out more women for the Advisory Council.

WAYS TO MAKE CAREER EDUCATION SEX FAIR

Now that some corrective measures for overcoming sex biased career education leadership conditions have been suggested, it is time to take a look at some resources available to help make career education in the public schools sex fair. These resources fall into three main categories: (1) aids in assessing materials for sex fairness, (2) inservice training materials, and (3) materials for use with students.

SEX-FAIR MATERIALS

An extensive body of literature documents the sex stereotyping and sex bias in publications, career counseling materials, and textbooks and curricular materials from the early grades through post-secondary education (see Appendix B). Women (even when they are included) are typically portrayed at home and with less desirable adult characteristics than men. When women are shown as workers, they tend to be in traditional areas as "helpers" rather than as "doers."

The Minnesota State Advisory Council for Vocational Education examined the 1974 bulletins and brochures of all thirty-three Area Vocational Technical Institutes in Minnesota for evidence of sex, race, or economic bias in terminology or policies. The kinds of sex bias the Minnesota Council found included use of male pronouns (he and his) to describe courses traditionally enrolling women, thus giving the impression that courses were exclusively for members of one sex; use of photographs and illustrations showing women and men in traditional occupational roles; the teaching of "charm" in secretarial courses only, rather than, if appropriate, human relations for both men and women in all courses; and the use of nouns describing people carrying out certain types of work which might discourage women from pursuing study in such fields as salesman, draftsman, repairman. Copies of the study, *A Re-examination of the Elimination of Bias in Minnesota's Area Vocational-Technical Institutes--August, 1975,* can be found in the Congressional Record of January 21, 1976, p. s228 or may be obtained from the Minnesota State Advisory Council for Vocational Education, 2850 Metro Drive, Minneapolis, Minnesota 55420.

There are a number of ways in which materials may be assessed. It could be made one of the responsibilities of the Title IX coordinator(s). It could be accomplished through an Advisory Committee or Board already in existence. A new committee could be established for this purpose.

To determine items which should be assessed, consider these questions. Do materials:

- Use sex-designated words to describe activities or participants?

- Use gender-related subsuming language to describe the hypothetical person? (Are students, teachers, administrators referred to as "he" when a specific person is not being referred to? Is "she"

- used the same way? If so, statements can be rewritten to use the nonsex-specific plural pronouns or both pronouns can be used, for example, she/he, him/her.

- Show one sex more frequently in illustrations than the other sex?

- Illustrate or describe females engaged only in passive activities while illustrating or describing males engaged only in action activities?

- Show or describe females as followers or under the direction of males disproportionally to males as followers or under the direction of females.

- Characterize female interests as self, home, and school while characterizing male interests as community and world?

- Give disproportional coverage to the roles and problems of males compared to the roles and problems of females or vice versa?

- Show main characters as males disproportionally to females?

- Illustrate and use in text examples of occupations showing males and females in traditionally sex-labelled jobs?

Other sources of help in assessing materials are included in Appendix C.

Once the assessment has been made, some of the following options are open. For locally printed materials, necessary changes can be made before such items are reprinted. For commercially published materials, the results of the assessment should be shared with publishers so that the next edition of the publication can be changed. During the interim, materials which are sex-biased should either not be used or be supplemented with additional materials to balance the picture.

A selection of materials (curriculum units, lesson plans, audio/visual items) for use with students is presented in Appendix D. The materials may be incorporated into on-going career education programs, or they may be used as individual programs, depending on the needs of the school and the needs of the students.

For help in rewriting locally produced materials, see sources in Appendix D.

INSERVICE EDUCATION

All the people involved in the career education process (teachers, counselors, administrators, community members) could benefit through inservice training provided to describe legislative requirements for sex fairness and to consider the concerns of all students in terms of potential development. Often, traditional attitudes make it difficult to recognize that changes are needed. However, since each person is unique, a range of options is the only way to give everyone the opportunity to make the best use of individual talents and interests.

See Appendix E for additional sources which will be useful for preparing inservice workshops or for individual professional reading.

SUMMARY

The literature related to sex fairness in career education can generally be characterized as follows:

1. Data on the status of women in employment--including career education leadership positions--are generally available but it is often difficult to determine what conditions have influenced the data.

2. Specifically, the literature on career education leadership positions reveals that women are under represented: (a) in the awarding of federal grants and contracts by the Office of Career Education and the Bureau of Occupational and Adult Education, United States Office of Education, (b) in career education, and (c) on the National Advisory Council for Career Education.

3. There is an extensive body of literature documenting sex stereotyping and sex bias in publications, career counseling materials, textbooks, and curricular materials from the early grades through postsecondary education.

4. Inservice materials are beginning to emerge. Many projects which focus on the development of sex fairness training materials are currently being conducted. Within the next two years, a variety of staff development materials should be available.

5. Much of the sex fairness literature seems to focus on equality for women rather than equality for both sexes.

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Hapgood, Karen, and Getzels, Judith. *Planning, Women, and Change.* Report No. 301. American Society of Planning Officials, April, 1974.

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Maccoby, Eleanor M., and Jacklin, Carol. *The Psychology of Sex Differences.* Stanford, California: Stanford University Press, 1974.

Patrick, Peggy W. *Education and Counseling Status Report of Young Men and Women: A Survey of Senior Students from Fourteen Public Secondary Schools in Arkansas.* Little Rock, Arkansas: Governor's Commission on the Status of Women, 1972. (VT 019 097)

Prediger, Dale J., Roth, J. D., and Noeth, Richard J. *Nationwide Study of Student Career Development: Summary of Results.* ACT Research Report No. 61. Iowa City: Research and Development Division, The American College Testing Program, 1973. (ED 083 383)

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Steele, Marilyn. *Women in Vocational Education.* Project Baseline. Flagstaff, Arizona: Northern Arizona University, 1974. (ED 099 689)

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APPENDIX A

REFERENCES FOR TABLE 4

Career Education Projects Funded Under Section 406, Title IV, Public Law 93-380 (First Year's Program--Fiscal Year 1975 Funding). Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, Office of Career Education, June 1975. (ED 114 586)

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Catalog of NIE Education Products, Volume 1 of 2. U. S. Department of Health, Education and Welfare. Washington, D.C.: Superintendent of Documents, U. S. Government Printing Office, pp. 561-760, 1975. (ED 126 625)

Questions and Answers on the N.A.C.C.E. (National Advisory Council for Career Education 1975-1976). GPO # 908-339. Undated.

APPENDIX B

SOURCES ON SEX STEREOTYPING AND SEX BIAS IN PUBLICATIONS, CAREER COUNSELING MATERIALS, TEXTBOOKS, AND CURRICULAR MATERIALS

American Association of School Administrators, *Sex Equality in Educational Materials*, Arlington, Virginia: AASA, 1975.

Birk, Janice M., Jackie Cooper and Mary Faith Tanney. *Racial and Sex-role Stereotyping in Career Information Illustration.* Paper presented at the American Psychological Association Convention, August, 1973, in Montreal.

Stacy, Judith, Susan Bereaud, and Joan Daniels. *And Jill Came Tumbling After: Sexism in American Education.* New York: Dell, 1974.

Vetter, Louise, David W. Stockburger, and Christine Brose. *Career Guidance Materials: Implications for Women's Career Development.* Columbus, Ohio: The Center for Vocational Education, 1974.

Women on Words and Images. *Dick and Jane as Victims: Sex Stereotypes in Children's School Readers.* Princeton, New Jersey: Women on Words and Images, 1972.

APPENDIX D MATERIALS FOR USE WITH STUDENTS

Author	Title	Yr. of Pub.	Type	Major Topics	Availability
Ahlum, Carol and Fralley, Jackie	Feminist Resources for Schools and Colleges: A Guide to Curricular Materials	1975	Bibliography of Curricular Materials	Sections on The Student, The Teacher, The Counselor, Health and Home Economics, Kits and Games	Feminist Press College at Old Westbury Box 334 Old Westbury, NY 11568
Cally Curtis Company	Twelve Like You	1975	Audiovisual, 16 mm film, 25 minutes	Twelve "career women" discuss their ideas and experiences	The Cally Curtis Company 1111 N. Las Palmas Ave. Hollywood, CA 90038
Center for Equity Career Education	Equity Career Education Curriculum Guide		Curriculum Guide-Grades 3,6,8 & 10	Lessons, learning activities, evaluation suggestions and recommended materials	Maple Heights City School District The Center for Equity Career Education 5500 Clement Drive Maple Heights, OH 44137
Cornerstone Productions	Looking at Tomorrow: What Will You Choose?	1975	Audiovisual, 16 mm film, 16 minutes	Young women shown working in a range of occupations from bricklayer to violin maker	Cornerstone Productions 6087 Sunset Blvd. Suite 408 Hollywood, CA 90028
Feminists Northwest	Planning for Free Lives: Curriculum Materials for Combating Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses	1975	Curriculum materials	Career Awareness, Family Living, Home Economics	Feminists Northwest 5038 Nicklas Place, N.E. Seattle, WA 98105 $3.50

APPENDIX D--*continued*

Author	Title	Yr. of Pub.	Type	Major Topics	Availability
Guidance Associates	Women Today	1974	Audiovisual, filmstrip	Key issues of sex fairness are defined and explored	Guidance Associates 757 3rd Avenue New York, NY 10017
Kane, Irene, Copi, Tom and Cade, Cathy	People at Work		Audiovisual (photographs)	20 b/w photos of men and women in non-traditional occupations	Change for Children 2588 Mission Street No. 226 San Francisco, CA 94110 $6.00
Leib, Prudence	Sex Roles: Past, Present and Future	1975	Bibliography	Guide to simulations, games, and activities	The Population Institute Organization Liaison Division 110 Maryland Ave., N.E. Washington, D.C. 20002 $.50
McClure, Gail T.	Women in Science and Technology: Careers for Today and Tomorrow	1976	Individual reading or group use	Specific information about careers in science and technology	The American College Testing Program P.O. Box 168 Iowa City, IA 52240 $1.50
Medsger, Betty	Women at Work	1975	Individual reading or group use	Women at work in 188 different occupations, including many non-traditional occupations, photographs and commentary	Sheed and Ward, Inc. New York $7.95
Minneapolis Board of Education	Eliminating Sex Bias in Education		Secondary level lesson plans	19 topics, including Career and Family Decisions, Job Characteristics, Status of Careers, and Life Cycles	Board of Education Special School District #1 807 N.E. Broadway Minneapolis, MN 55413

APPENDIX D--*continued*

Author	Title	Yr. of Pub.	Type	Major Topics	Availability
Mitchell, Joyce Slayton	I Can Be Anything: Careers and Colleges for Young Women	1975	Individual reading or group use	Descriptions of career areas, specific information about which schools have most women in non-traditional areas	College Board Publication Orders Box 2815 Princeton, NJ 08540 $6.50 hardcover $4.50 paperback
Mitchell, Joyce Slayton	Free to Choose: Decision Making for Young Men	1976	Individual reading or group use		Delacorte Press New York $7.95
National Association of Women in Construction	Hard Hats ... High Heels	1972	Audiovisual 16mm film, 10 minutes	The roles women play in the construction industry	National Association of Women in Construction Washington, D.C. Chapter 5340 Odell Road Beltsville, MD 20705
Pathescope Educational Films, Inc.	Non-Traditional Careers for Women	1975	Audiovisual, 2 filmstrips	Women in non-traditional jobs, historically and currently	Pathescope Educational Films, Inc. 71 Weyman Avenue New Rochelle, NY 10802
Research and Information Center	Eliminating Sex Discrimination in Schools: A Source Book	1975	Handbook	Sections on the Importance of Non-Sexist Language, Sex Bias in Instructional Materials, Sex Bias in High School Guidance and Counseling	Research and Information Center North Carolina Department of Public Instruction Raleigh, NC
Resource Center on Sex Roles in Education	Today's Changing Roles: An Approach to Nonsexist Teaching	1974	Lessons, with behavioral objectives, concepts, and student materials	Sections on awareness of role stereotypes; attitudes, values, choices; Where Will I be In Five Years?	Resource Center on Sex Roles in Education National Foundation for the Improvement of Education 1201 16th Street, N.W. Washington, D.C. 20036 $3.00

APPENDIX D--*continued*

Author	Title	Yr. of Pub.	Type	Major Topics	Availability
Schloat Productions	Masculinity	1974	Audiovisual, 4 filmstrips	Assumptions, myths, and stereotypes about men and masculinity, new options and directions	Schloat Productions 150 White Plains Road Tarrytown, NY 10591
Scholz, Nelle T., Sosebee, Judith, and Miller, Gordon P.	How to Decide: A Guide for Women	1975	Workbook	Sections on: who are you? What do you need to know? How do you take action?	College Board Publications Orders Box 2815 Princeton, NJ 08540 $5.95
Scott, Jeanne and Rabin, Maureen	Vocational Readiness Package		Curriculum Unit	Simulation games and role playing-women in marriage and careers today	YWCA 1215 Lodi Place Los Angeles, CA 90038 $25.00
Seed, Sandra	Saturday's Child	1974	Individual reading or group use	Interviews with and photographs of 36 women on their jobs	Bantam Books New York $1.25 paperback
Vetter, Louise and Sethney, Barbara J.	Planning Ahead for the World of Work	1975	Curriculum Unit	Looking Ahead to Your Occupation, Working Women ... Who Are They? What Is My Future?	Center for Vocational Education 1960 Kenny Road Columbus, OH 43210 Teacher manual $2.50 Student Materials $1.50 Complete set, including transparency masters $4.50

APPENDIX E INSERVICE EDUCATION RESOURCES

Author	Title	Yr. of Pub.	Major Topics	Availability
Bem, Sandra L. and Bem, Daryl J.	*Training the Woman To Know Her Place: The Social Antecedents of Women in the World of Work*	1975	Socialization practices and current realities for women and work	Pennsylvania Department of Education Division of Pupil Personnel Services Box 911 Harrisburg, PA 17126
Calabrese, Marylyn E.	*Public School Districts Comprehensive Package*	Forthcoming	Facilitation packets for implementing a systems approach for eliminating sex discrimination in the institutional structure, policies, and operations of a public school district	Ms. Marylyn E. Calabrese Tredyffrin/East Town School District 507 Howellville Road Berwyn, PA 19312
Clark, Susan	*Inservice Teacher Training Modules Elementary/Secondary Levels*	Forthcoming	Modules to eliminate elements of sex role stereotyping and sex role socialization from the elementary/secondary levels	Ms. Susan Clark Hope School District 1-A 117 East 2nd Street Hope, AR 71801
Ellis Associates, Inc.	*Expanding Nontraditional Opportunities in Vocational Education*	1977	Three Inservice training packages: Approaches to Expanding Nontraditional Opportunities in Vocational Education; Barriers to Expanding Nontraditional Opportunities for Vocational Education Students; and Legislation Addressing Equal Opportunity in Vocational Education and Employment	Ellis Associates, Inc. P. O. Box 466 College Park, MD 20740

APPENDIX E--*continued*

Author	Title	Yr. of Pub.	Major Topics	Availability
Emma Willard Task Force on Education	*"Joan and Paul" in Sexism in Education*	1973	Teaching guide for a role-playing approach to vocational counseling; Curriculum planning; Career counseling; Male-female relationships; Job finding; Raising children	Box 14220 University Station Minneapolis, MN 55408 $3.50
Farmer, Helen S. and Backer, Thomas	*New Career Options for Women*	Forthcoming (1977)	Three part series: A Counselor's Source book, Things Are Looking Up, and Selected Annotated Bibliography	Human Sciences Press 72 Fifth Avenue New York, NY 10011
Feminists Northwest	*Whatever Happened to Debbie Kraft?*	1975	Awareness game for educators, counselors, students and parents	Feminists Northwest 5038 Nicklas Place, N.E. Seattle, WA 98105 $.50
House, Elaine and Katzell, Mildred E. (eds.)	*Facilitating Career Development for Girls and Women*	1975	Report of National Vocational Guidance Association Conference on guidance and women	American Personnel and Guidance Association Publication Sales 1607 New Hampshire Avenue, N.W. Washington, D.C. 20009
Maisel, Mary Lou	*Seventh/Eighth Grade/ Middle School Pupils Teacher Training Resource Guide*	Forthcoming	Sex fair learning in career education, career education resource guide	Mrs. Mary Lou Maisel Waterville Board of Education Pleasant Street Waterville, ME 04901

APPENDIX E--*continued*

Author	Title	Yr. of Pub.	Major Topics	Availability
New Hampshire Department of Education	Multi-Media Kit		Manual for organizing and conducting workshops with 100 items	SEGO PROJECT American Personnel and Guidance Association 1607 New Hampshire Ave., N.W. Washington, D.C. 20009
Smith, Walter S.	*Teacher Training Package Preservice/Inservice Elementary Level*	Forthcoming	Modules and a/v's on behavior and attitudes of teachers, sex role stereotyping awareness, and techniques to combat problems of sex role stereotyping	Dr. Walter S. Smith University of Kansas School of Education Department of Curriculum and Instruction Bailey Hall Lawrence, KS 66045
Stebgins, Linda B., Amers, Nancy L. and Rhodes, Ilana	Sex Fairness in Career Guidance: A Learning Kit	1975	Orientation to sex fairness; Recommendations for a comprehensive sex-fair career guidance program; Guidelines and recommendations for sex-fair use of career interest inventories; Resource guide. Includes supplementary materials: pre- and post-assessment techniques; Spirit masters; Transcripts of counselor-client interactions; Role play scenarios; Audiotape of four counseling interviews	Abt Publications 55 Wheeler St. Cambridge, MA 02139 $15.00